

INSTRUCTIONS: Students A

1. **Look at the documents** 1, 3, 5 and 7 and 8.
 2. column "DESCRIPTION"
- Complete the first column "description" in the table :**
 For each document (pictures, videos, or texts), explain briefly what you can see/what you understand.
3. Work in pairs and discuss
 With your class neighbour **match the topic with the document**
 Be ready to explain why to the class. ("We would associate document... to the topic "....." because...")
 4. Report to the class.

Doc 1 seasons p22

My parents: Turn down that lousy, stinking, godforsaken noise!

Me: *Whoa, whoa, whoa, whoa, whoa, whoa, whoa, whoa, whoa!* We are young!!!

5 **My parents:** TURN DOWN THAT LOUSY, STINKING, GODFORSAKEN NOISE!

Me: *No one can tell us we're - Wait, WHAT?*

My parents: TURN. DOWN. THAT. LOUSY. STINKING. GODFORSAKEN. NOISE!!!!!!

10 **Me:** *What are you talking about? This is Pat Benatar! She's won like a bazillion Grammys, and she's practically the most amazing musician ever born.*

My parents: Amazing? She looks like a man, and she sounds like a feral barn cat getting an enema.

15 You want to hear some real music? Put on that Elvis album over there...

Me: Elvis? That's your idea of good music. *Elvis? He sounds like the teacher in Charlie Brown. Only drunker.*

20 **My parents** [making the sign of the cross]: Speak that way about the King again and you can find another place to live.

Jenna McCarthy, *I've still got it...*, 2014

Doc 3

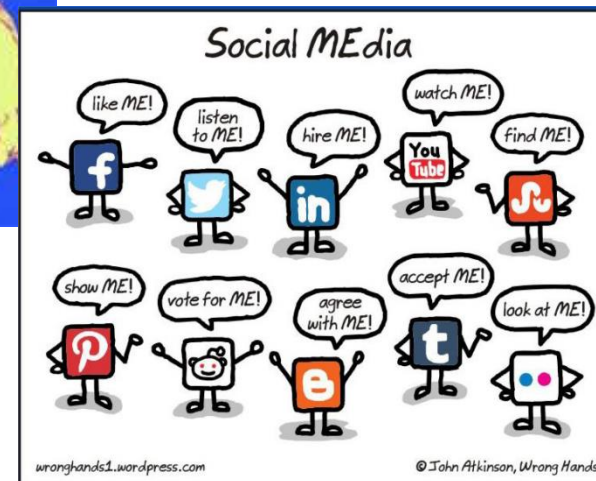


Doc 5 <https://www.youtube.com/watch?v=mnoCy0j7DNs>



Doc 7

Doc 8



DOCUMENT	DESCRIPTION (What you can see/what you understand)	TOPIC
1	Document 1 is a dialogue between a teenager and his/her parents	Topic 1 Generations living together
3	<p>We can see three men on the medals podium at the Olympics. Two of them have their fists raised. They wear black gloves as a symbol of black pride , black socks and no shoes to symbolize black poverty. I understand they are using their victory to be heard and seen by the world and expect their protest could raise awareness among people.</p> <p>https://eu.usatoday.com/story/sports/olympics/2020/10/16/today-sports-history-black-power-salute-1968-summer-olympics/3671856001/</p>	<p>Topic 3 sports and society</p> <p>One may wonder to what extent sports can influence the society matter as this document shows men protesting against racial injustice during the Olympics.</p> <p>Until the end of the 1960s, the United States knew an era of racial segregation, which involved the physical separation and provision of separate facilities (such as restaurants, schools, hospitals, transport...) and included other forms of racial discrimination, such as unfair treatment in relation to obtaining jobs and education, on the basis of prejudice. African Americans did not enjoy the same rights as whites.</p> <p>☑ The struggle for social justice (and to put an end to racial inequality) that many took place during the 1950s and 60s was called the Civil Rights Movement.</p> <p>☑ Championed by preacher Malcolm X and heavyweight boxer Muhammad Ali, the Black Power Movement emerged out of this fight as an important group that fought for black independence and black pride.</p>
5	The document is a video dealing with the food we may eat in 2030 in order to save the planet.	Topic 7 Saving the planet, designing possible futures
7	The document is a picture representing Einstein’s face in different colors created by Andy Warhol.	Topic 6 : Creation and arts
8	The document is a picture where can be seen logos of a wide range of social media. Each logo can talk through a speech bubble and ask to be loved, liked, admired, heard	Topic 4 : Self-representation & relationships with others

Topic 1 Vivre entre générations : Generations living together

Topic 2 Les univers professionnels, le monde du travail : Working Worlds

Topic 3 Le village, le quartier, la ville : Neighbourhoods, cities & villages

Topic 4 Représentation de soi et rapport à autrui : Self-representation & relationships with others

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Topic 5 Sports et société : Sports & Society

Topic 6 La création et le rapport aux arts : Creation & Arts

Topic 7 Sauver la planète, penser les futurs possibles : Saving the planet, designing possible futures.

Topic 8 Le passé dans le présent : The past in the present

INSTRUCTIONS: Students B

5. Look at the documents 1, 2, 4 and 6 and 8.
 6. column "DESCRIPTION"
- Complete the first column "description" in the table :**
 For each document (pictures, videos, or texts), explain briefly what you can see/what you understand.
7. Work in pairs and discuss
 With your class neighbour **match the topic with the document**
 Be ready to explain why to the class. ("We would associate document... to the topic "...." because...)
 8. Report to the class.

Doc 1

My parents: Turn down that lousy, stinking, godforsaken noise!

Me: Whoa, whoa, whoa, whoa, whoa, whoa, whoa, whoa, whoa! We are young!!!

5 **My parents:** TURN DOWN THAT LOUSY, STINKING, GODFORSAKEN NOISE!

Me: No one can tell us we're - Wait, WHAT?

My parents: TURN. DOWN. THAT. LOUSY. STINKING. GODFORSAKEN. NOISE!!!!

10 **Me:** What are you talking about? This is Pat Benatar! She's won like a bazillion Grammys, and she's practically the most amazing musician ever born.

My parents: Amazing? She looks like a man, and she sounds like a feral barn cat getting an enema.

15 You want to hear some real music? Put on that Elvis album over there...

Me: Elvis? That's your idea of good music. Elvis? He sounds like the teacher in Charlie Brown. Only drunker.

20 **My parents [making the sign of the cross]:** Speak that way about the King again and you can find another place to live.

Jenna McCarthy, *I've still got it...*, 2014

Doc 2



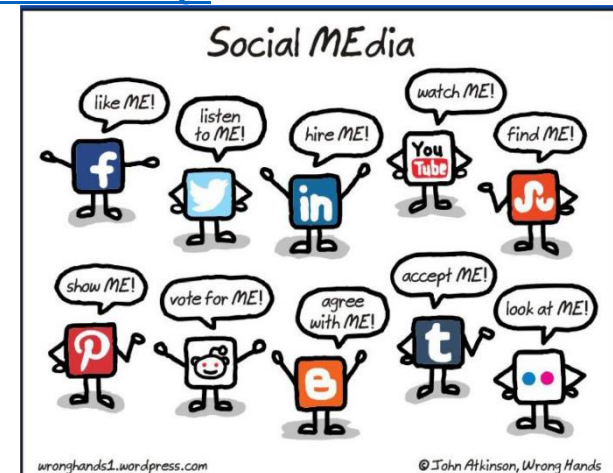
Doc 4



Doc 6 : <https://www.youtube.com/watch?v=59d3UZTUFQ0>



Doc 8



DOCUMENT	DESCRIPTION	TOPIC +JUSTIFICATION
1		
2		
4	This document is a picture Of New York. We can see the Statue of Liberty in the foreground and the city of New York in the background with hundreds of scryscrapers	Neighbourhoods, cities & villages
6	The document is a video that reveals innovations creating new kind of jobs related to artificial intelligence and robotics. Some actual jobs may disappear while new one will be needed. We can see actual brands such as Amazon (the company is willing to create supermarket without any cashier), Mc Donalds (where we can order food directly on a screen), driverless cars, drone deliveries	Topic 2 :Working Worlds Will robots replace human in the future in working worlds?
8		

Topic 1 Vivre entre générations : Generations living together

Topic 2 Les univers professionnels, le monde du travail : Working Worlds

Topic 3 Le village, le quartier, la ville : Neighbourhoods, cities & villages

Topic 4 Représentation de soi et rapport à autrui : Self-representation & relationships with others

Topic 5 Sports et société : Sports & Society

Topic 6 La création et le rapport aux arts : Creation & Arts

Topic 7 Sauver la planète, penser les futurs possibles : Saving the planet, designing possible futures.

Topic 8 Le passé dans le présent : The past in the present

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